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Original Article

Effects of Pupils' Transfers on Academic Performance in Public Primary Schools in Kimilili Sub-County, Kenya

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ABSTRACT

In public schools, particularly in Kimilili Sub-County, student transfers are commonplace; nevertheless, the results of current empirical research on the impact of these transfers on students' academic performance are inconclusive. This study assessed the effects of student transfers on academic performance in public primary schools in Kimilili Sub-County, Kenya, because academic performance in public schools in the sub-county has been below average and the influence of these transfers on academic performance are not known. The research accomplished two goals: determined the impact of psychological factors on students' academic performance and ascertained the influence of social factors on the academic performance of transferred students in public primary schools respectively. The study used a mixed methods approach with a target population of 470 head teachers, 150 class teachers, and 308 pupils who transferred to different public primary schools. Data was collected through questionnaires, focused group discussions, and key informant interviews. The study used SPSS for quantitative analysis and thematic analysis for qualitative analysis. The Cronbach Alpha coefficient method confirmed questionnaire reliability, and expert evaluation confirmed content and construct validity. The study found that social and psychological factors significantly impact students' academic performance. The Pearsons correlation coefficient method yielded ($r=0.671$, $p=0.001< 0.05$) for social factors and ($r= 0.714$, $p=0.000 < 0.05$) for psychological factors respectively. Qualitative data also confirmed the results. These findings are crucial for addressing challenges faced by students and contribute to existing literature on pupils' transfers and academic performance especially in public primary schools. Based on these findings, schools, TSC, and Ministry of Education should develop guidelines for transferred pupils, strengthen guidance and counseling programs, and build teacher capacity. This study supports further research on the influence of pupils' transfers on their academic performance in private primary schools.

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INTRODUCTION

Pupil transfers involve students moving from one school to another for various reasons, often disrupting their learning process. These transfers are typically unplanned and unscheduled, occurring within a given academic year. There are many underlying reasons for pupil transfers other than promotion to the next academic level (Measor & Woods, 2019). Pupils change schools in between a given academic year or within school years resulting in constant interruption in the educational experience of the learner (Trujillo, 2018). Social constructivist theorists emphasize the importance of learning context, and interschool pupil transfer disrupts instruction continuity and relationships. However, there are innovative statistical methods that can accurately estimate pupil mobility's causal effects on academic performance.

A study of California elementary, children transferring schools found psychological, social, and academic suffering due to discipline problems, socio-economic factors, academic issues, and open enrolments (Alexander et al., 1996). The US public-school system faced growth achievement gaps and international rankings issues, with the highest number of non-promotional school transfers globally, affecting learner wellbeing and school success (Rumberger, 2003). Studies in the US show that pupil mobility increases risk of psychological and behavioural issues (Rumberger, 2003) disciplinary actions (Han, 2014), and lower test performance (Thompson et al., 2015). Pupil transfers due to changes in residential settings, family, and social groups negatively impact academic performance, causing stress, instability, and unstable relationships among affected pupils (Howland et al., 2017).

South Africa's urban schools face challenges due to overcrowded classrooms and a shortage of learning facilities due to the influx of students (Wentzel & Tlabela 2006). Overcrowded classrooms and inadequate resources hindered institutions' performance, while distance from home to school was a challenge for learners, possibly due to sharing houses in urban centres (Wentzel &Tlabela 2006). In public to private primary schools in Nigeria, Olaniyan and Obadara (2008) found poor academic performance leading to high pupil mobility. The National Personnel Audit (2010) revealed overcrowded classrooms, unqualified teachers, and shortages of instructional materials in rural areas.

In Kenya, Free Primary Education (FPE) has led to an increase in public school access without affecting quality, but there is a significant increase in private schools, particularly in urban settings, a trend observed in other developing countries (Bold et al., 2013; Lucas & Mbiti, 2012; Muralidharan & Sundararaman, 2015). The rise of private schools has led to increased options for learners and parents, particularly in resource-diverse settings. Today's pupils often transfer schools for reasons other than promotion, as seen in Kenya, Uganda, and Malawi (Oketch et al., 2010; Ngware et al., 2013; Taniguchi, 2017).

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Kenya National Examinations Council (KNEC) statistics reveal poor performance of pupils in public primary schools in Kimilili Sub County, Bungoma County, with 36 public primary schools in Kamukuywa, Maeni, Kimilili, and Kibingei. The sub county's academic performance has been below average for 10 years, with only a 50% average in 2013. Despite efforts from educational stakeholders, the issue of pupil transfer remains an observable phenomenon that needs to be re-evaluated to assess its potential impact on learners and schools. The Republic of Kenya (2019) remains uncertain about the impact of non-promotional pupil transfers on a learner's performance beyond pre-existing stability and mobility differences in Kenya.

Statement of the Problem

Public primary schools perform lowest in Kimilili sub-county compared to other sub-counties in Bungoma County. Factors affecting performance include school and home contexts, but research on effects of pupil transfers is lacking. This study assessed the influence of frequent pupil transfers in public primary schools on academic performance which has elicited significant concerns among parents, teachers and other education stakeholders.

Research Objectives

The specific objectives of the study were to:

- Establish the effect of social factors on academic performance of pupils who transferred in public primary schools in Kimilili Sub-County.
- Determine the effect of psychological factors on academic performance of transferred pupils.

Research Questions

This study was guided by the following research questions:

What is the effect of social factors on academic performance of pupils who transferred in public primary schools in Kimilili Sub-County?

What is the effect of psychological factors on academic performance of pupils who transfer in public primary schools in Kimilili Sub-County?

MATERIALS AND METHODS

The study considered pupil transfers and academic performance as independent and dependent variables respectively. A pupil who changes a school could be affected socially, psychologically, and academically. Thesub-variables of pupils' transfers included the factors that are likely to cause an impact on the academic performance of a transferred pupil such as changed school environment, different peers and friends, different teachers, new curriculum, new styles of teaching, change of residence, and so on. The change in learning styles, different teachers, and teaching styles are some of the academic challenges pupils must contend with. Sometimes, the pupils in the present school can either be ahead or behind in syllabus coverage, this might be confusing to a transferred pupil.

This study used mixed methods approachin which quantitative and qualitative data were collected using the convergent parallel design (Creswell, 2013). Both quantitative and qualitative data were collected concurrently and triangulated at the end of the study (Creswell & Plano, 2018). The population of the study was 470 comprising of 12 head teachers, 150 class teachers and 308 pupils respectively who were affected in the transfers. The head teachers and class teachers were from schools where the transfer process took place. A sample size of 295 which included 12 head teachers, 109 teachers and 174 pupils who transferred schools, was determined using the stratified sampling technique.

Data was collected using structured questionnaires for class teachers, focused group discussions (FGD) for pupils and interview schedules for head teachers.Pupils provided qualitative information on social factors, psychological factors and their academic performance. Teachers provided quantitative data on their demographics of age, gender and length of service. Through questionnaires, teachers provided quantitative data on social factors,

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psychological factors and academic performance of pupils who participated in the study. The pilot study for teachers' questionnaire yielded Cronbach Alpha (α) coefficient value for all questionnaire items at .869. The social factors had (α=.817) while psychological factors yielded (α) value of .969 respectively. Headteachers on the other hand, provided qualitative information on social factors, psychological factors, and academic performance of pupils. Quantitative data collected was analysed using descriptive statistics. Qualitative data was analysed thematically according to the two research objectives. Both quantitative and qualitative data were triangulated to explain the effects of pupils' transfers on their academic performance in public primary schools.

RESULTS

The response rate was 69% for pupils, 82% for teachers and 83% for head teachers respectively. Overall, 220 participants participated giving a consolidated response rate of 75%. Sixteen teachers or 14% of the sample did not return the questionnaires. According to Mugenda and Mugenda (2012), a response rate of at least 50% is adequate for statistical analysis; 60 % response rate is generally good while 70% response rate is excellent. This agrees with Kothari and Garg (2014) who asserts that a response rate of above 70 % is deemed to be very good for statistical data analysis. The 82% response rate for teachers was excellent given the fact that teachers provided quantitative data which was subjected to descriptive statistical analysis.

From the findings, majority of the study participants were female 128 (58%) comprising of 3 head teachers, 45 class teachers, and 80 transferred pupils. The male participants were 92 (42%) comprising of 7 head teachers, 45 class teachers, and 40 transferred pupils. These findings imply that there are more male head teachers in most public primary schools in Kimilili Sub-County. There is gender balance among the class teachers while most pupils who transfer between schools are female. The findings strongly imply that the views expressed in this study are generally gender sensitive. They are accurate and unbiased representation of the opinions of both male and female genders.

From the findings that there exists a balance in the academic qualifications of the class teachers with the highest qualification being an undergraduate degree. Majority of the class teachers had P1 certificate 53(53.5%), followed by diploma 28(28.3%) then lastly, degree holders 18(18.2%). From the results, all the class teachers have attained P1 certificate which is the minimum qualification as stipulated by the Ministry of Kenyan Education for one to be allowed to teach primary school pupils. Majority of the teachers 89 (89.9%) had over five years of teaching experience while the remaining 10.1% had less than five years. These findings show that many of the teachers had substantive amount of experience in education delivery. They were relatively mature and sufficiently experienced in their field of occupation. As such, they were in touch with the previous and current trends of pupil transfers and their academic performance, meaning they were able to provide accurate and reliable data on the effects of pupil transfers on academic performance in public primary schools in Kimilili Sub County.

The age distribution of the transferred pupils who participated in the study shows that 76 (63%) of the transferred pupils were of 15 years of age while the other 38(32%) were of age 14 years with the least age bracket being 11-13 years 6 (5%). The distribution of the age bracket showed a relatively mature age who could read and write well. This can be attributed to the fact that, most pupils in this age are in their early adolescent stage and are characterized as curious that made them volunteer to be subjects in the study. As such they were able to understand the questions asked and answer the questionnaires on their own, meaning that they were able to provide accurate and reliable data from their own experiences on the effects of pupil transfers on their academic performance.

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Effect of Social Factors on Academic Performance of Transferred Pupils

The study sought to determine the social factors affecting academic performance of pupils who transferred schools. To capture this objective, the participating teachers and head teachers were first asked to state some of the social factors that affect the academic performance of the pupils who have transferred to their schools. The participating teachers were asked to indicate their level of agreement on how the social factors identified impact the academic performance of the transferred pupils on a scale of 1 to 5, with 1 representing strongly disagree, 2 disagree, 3 neutrals, 4 agree and 5 strongly agree however from their questionnaire, they were also given an opportunity to give further feedback in form of verbatim. Their responses were as shown in Table 1.

Views of the participants in the category of class teachers as shown in Table 1collectively agree or strongly agree that family structure (87%), parents' socio-economic status (30%), pupil popularity in class (66%), pupil-teacher relationship (91%) and pupil neighbourhood (88%) affect their academic performance. For the location of the school both teachers and pupils agree that there is no significant effect on the academic performance of the transferred pupils. These findings underscore that social factors affect the academic performance of the transferred pupils. Therefore, the researcher submits that when explaining the effects of pupil transfers in their academic performance, it is important to investigate some of the highlighted social factors.

Table 1: Social factors affecting the academic performance of transferred pupils

Social Factor	1 SD	2 D	3 N	4 A	5 SA
Transferred pupils who travel far from home to school perform poorly academically.	2(2.2%)	5(5.6%)	4 (4.4%)	36(40%)	43(48%)
Transferred pupils who are famous in class perform better academically.	1(1.1%)	7(7.8%)	23(26%)	15(17%)	44(49%)
Transferred pupils whose parents are well socio-economically perform better academically	0(0)	11(12%)	52(58%)	27(30%)	0(0)
Transferred pupils who have good relationship with their teachers and peers perform better academically.	4(4.4%)	2(2.2%)	2(2.2%)	19(21.2%)	63(70%)
Pupils who come from joint family structure where they have both parents support perform better academically.	9(10%)	3(3.3%)	0(0)	6(6.7%)	72(80%)

Legend: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA= Strongly Agree

Source: Research data, 2021

From the results, majority of the teachers who participated in the study identified the social factors affecting the transferred pupils: their family structure, socio-economic status of their parents, geographical location from home to their new school, pupil-teacher relationship, popularity of the pupil in class, and the neighbourhood in which they reside. The same scenario was exhibited in the FGD that was carried out in five groups of the pupils. From the group discussion, family structure, school environment, pupil teacher relationship and pupil-pupil relationship were the major factors that affected pupil transfers in public primary schools in Kimilili Sub-County. Some of the responses obtained from the head teachers interviewed are reported verbatim hereunder:

> *"I can't add much but from my experience dealing with these new pupils, the environment in which they grow into significantly impacts their learning which later translates into their academic performance. New pupils especially from disjointed family structure have issues around*

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discipline and others come to school while withdrawn. You see, the home environment is where the pupil learns the behaviour patterns and interpersonal skills. When you dig further, you find that they mostly miss out school, tests and perform poorly" (HT1)

Another head teacher responded:

"The family structure from which these new transferred pupils shape their personality and who they are. I have sometimes dealt with cases where the pupil is coming from an abusive family where domestic violence is the order of the day. Uh…this pupil will look scared every time I go around classes and look through their window. You will find them sitting in a corner during class break times deep in thought. When you follow them through their general class work performance, you will realize that they perform poorly. Some of them come to school while dirty and when you confront them they will inform you that they had to spend the night outside because they were thrown out by their father. For them coming to school is the only safe haven for their survival." (HT5)

Some of the head teachers stated that the socio-economic class of the parents of these pupils impact the pupil's performance either positively or negatively.

"From my experience, I have seen new pupils who transfer from other schools and come from high social class families, perform well. Their parents are keen to understand how well their children are adopting to the new learning environment. Personally, I have contacts with some parents where we engage further to understand how well I can support their child to transition into the new school environment. As a result, we develop positive pupil-teacher relationship where they ask questions freely without any fear". (HT7)

A response from another head teacher who participated in the research study was as follows:

"I am not really of the opinion that the parents' social economic class of the transferred pupil has an impact on the academic performance. I have seen transferred pupils from very poor background…. you know the kind that even don't know where their next meal is going to come from, yet they perform excellently academically. I have also dealt with those from the same status and perform very poorly academically. Besides, I have seen those from high social backgrounds and those whose parents are well educated, because of the supportive parental care I have seen them perform excellently. At the same time, those within this category of social class, I have seen those who despite the resources provided by their parents and their conducive home environment, engage themselves in behavioural issues and end up performing poorly academically. For me, academic achievement of the transferred pupils depends on their overall mind-set towards learning and achievement." (HT3)

The study further established inferential statistics of social factors and academic performance of transferred pupils. The mean of social factors was correlated with the mean of academic performance of pupils using the Pearson's Correlation Coefficient method and the results are shown in *Table 2*.

Table 2: Correlation of social factors on performance of transferred pupils

Variables	1	2	3	4	5	6
Commuting distance to school (1)	1	-0.234	0.345	-0.316	0.245	-0.345
Fame in class (2)	-0.234	1	0.435	0.653	0.543	0.531
Parents' socioeconomic status (3)	0.345	0.435	1	0.374	0.643	0.632
Teacher-student relationship (4)	-0.316	0.653	0.374	1	0.542	0.753
Parental status (5)	0.245	0.543	0.643	0.542	1	0.618
Academic performance (6)	-0.345	0.531	0.632	0.753	0.618	1

Source: Field Data, 2021 (N=90)

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According to the results shown in *Table 2*, the study yielded correlations coefficients for commuting distance to school r = - 0.345, fame in class r = 0.531, parents' socioeconomic status r = 0.632, teacher-student relationship r= 0.753 and parental status r = 0.618. The interpretation of these finding is summarized in *Table 3.*

Table 3: Interpretation of correlation between social factors and performance

Variables	Correlation Coefficient (r)	Results Interpretation
Commuting distance to school	-0.345	Weak negative significant relationship
Fame in class	0.531	Strong positive significant relationship
Parents' socioeconomic status	0.632	Strong positive significant relationship
Teacher-student relationship	0.753	Strong positive significant relationship
Family structure	0.618	Strong positive significant relationship

Source: Field Data, 2021

The findings on the first research objective reveals that all social factors focused on in this study had a significant relationship with academic performance of transferred pupils in Kimilili Sub-County except the commuting distance that recorded a negative weak relationship. *Table 4* shows a summary of the relationship between of social factors and performance of transferred pupils.

Table 4: Correlation of social factors and academic performance of pupils

		1	2
Social Factors (1)	Pearson Correlation	1	0.671*
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.671*	1
	Sig. (2-tailed)	0.000	
	N	99	99

***. Correlation is significant at the 0.01 level (2-tailed).*

Source: Field Data, 2021

Cumulatively, social factors had a statistically significant positive correlation (r= 0.671, p=0.000) with academic performance of transferred pupils implying that when social factors of transferred pupils are favourable, their academic performance will be good and the converse is true.

Effect of Psychological Factors on Academic Performance of Transferred Pupils

The second objective of this study was to determine the influence of psychological factors on academic performance of transferred pupils. The results from the study were categorized based on identified psychological dimensions that can be used to predict the academic performance of the transferred pupils with regards to their interest towards learning, attitude, motivation, self-concept, test anxiety, locus of control, understanding and thinking. The psychological factors were then computed for compilation and analysis using SPSS program. Summary of descriptive statistics is as shown in *Table 5*, where SD=Strongly Disagree, (1), D=Disagree (2), N= Neutral (3), A=Agree (4) and SA=Strongly Agree (5).

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Table 5: Descriptive statistics of psychological factors

Statements	Mean	StD. Dev
Transferred pupils with good cognitive intellectual ability perform better academically.	4.6823	0.16067
Transferred pupil who are happy and interact freely with teachers and their peers perform better academically.	4.1345	0.5377
Transferred pupils who are logical thinkers perform better academically.	4.1921	0.4322
Transferred pupils who are more assertive perform poorly academically.	3.9142	0.0931
Transferred pupils who are self-driven perform poorly in class.	3.3123	0.0811
Transferred pupils who have control about how they feel and their life experiences in the new school perform better academically.	4.5411	0.9832
Transferred pupils who are always nervous during tests and when addressing the class perform poorly academically.	4.0124	0.7412
Composite mean and standard deviation	3.8984	0.4327

Source: Field Data, 2021 (N=90)

The results therefore imply psychological factors affect academic performance of transferred pupils in Kimilili Sub County. Head teachers who were interviewed reported in affirmation to question on psychological factors that affect pupils who had transferred schools. One of the head teachers responded that:

> *"Transferring a pupil who is intellectually sound does not have any difficulty in adjusting their academic performance. They will freely interact with others in their class and can do it very well. Irrespective of the background of a child, pupils who are ready to learn normally adjust faster in any environment"* (HT2).

The findings were supported by focused group discussion by transferred pupils that was conducted. It was observed that pupils who were outgoing were performing better in their academics as compared to those who were not. The study further established the relationship between psychological factors and academic performance using the Pearsons' Correlation Coefficient method and the findings are summarized in *Table 6*

Table 6: Correlation of psychological factors and academic performance

Psychological Variable	1	2	3	4	5	6	7	8	9
Interest in learning (1)	1	0.244	0.204	0.76	0.55	-0.102	0.098	0.116	0.654
Attitude(2)	0.244	1	0.211	0.328	0.272	0.156	0.072	0.119	0.673
Motivation (3)	0.204	0.211	1	0.401	-0.14	-0.44	-0.115	0.060	0.78
Self-concept (4)	0.76	0.328	0.401	1	0.400	0.163	0.167	0.106	0.765
Test anxiety (5)	0.55	0.272	-0.14	0.400	1	0.212	0.183	0.200	0.707
Locus of control (6)	-0.102	0.156	-0.44	0.163	0.212	1	0.187	0.212	0.766
Understanding (7)	0.098	0.072	-0.115	0.167	0.183	0.187	1	0.656	0.351
Thinking (8)	0.112	0.119	0.060	0.106	0.200	0.212	0.656	1	0.674
Performance (9)	0.654	0.673	0.78	0.765	0.707	0.766	0.351	0.674	1

Significant at Alpha=.05 level of significance (N=90)

Source: Field Data, 2021

Table 6 shows that the correlation coefficients of the assessed psychological factors are at significant level of 0.05. The results as indicated in the table above shows that there is a linear relationship of the transferred pupil academic performance when they posses' interest at learning, during thinking, attitude, self-concept, anxiety during tests, locus of control and

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understanding. There is negative correlation between locus of control and the pupil's academic performance when thinking meaning an increase of locus control results to a declined academic performance.

Further, *Table 6*shows the correlation as follows: interest in learning (r = .654), attitude (r = .673), self-concept (r = .765), test anxiety (r = .707), locus of control (r = .766), understanding (r =.351) and thinking (r = .674) respectively at 0.05 significance level. The interpretation of the correlation of psychological factors and academic performance is summarized in *Table 7*.

Table 7: Interpretation of correlation between psychological factors and performance

Psychological Variable	Correlation	Results Interpretation
Interest in learning	r = .654	Strong positive, strongly significant relationship
Attitude	r = .673	Strong positive, strongly significant relationship
Motivation	r = .780	Strong positive, strongly significant relationship
Self-concept	r = .765	Strong positive, strongly significant relationship
Test anxiety	r = .707	Strong positive, strongly significant relationship
Locus of control	r = .766	Strong positive, strongly significant relationship
Understanding	r =.351	Moderate positive, strongly significant relationship
Thinking	r = .674	Strong positive, strongly significant relationship

Source: Field Data, 2021

The correlation coefficients as summarized in *Table 7* shows that psychological factors had strong and significant relationships with academic performance of transferred pupils except for understanding which had a moderate but significant relationship. These findings were supported by focused group discussions by transferred pupils. Observations revealed that pupils who were outgoing were performing better in their academics as compared to those who were not. An overall summary of findings on the second research objective is thus presented in *Table 8.*

Table 8: Correlation summary of psychological factors and performance of pupils

		1	2
Psychological factors (1)	Pearson Correlation	1	0.714*
	Sig. (2-tailed)		0.000
	N	99	99
Academic Performance (2)	Pearson Correlation	0.714*	1
	Sig. (2-tailed)	0.000	
	N	99	99

***. Correlation is significant at the 0.05 level (2-tailed).*

Source: Field Data, 2021

The results show that psychological factors had a statistically significant positive correlation (r= 0.714, p=0.000 < 0.05) with academic performance of transferred pupils in Kimilili Sub County. The results imply that when the psychological factors of transferred pupils are favourable, their academic performance will be good and vice versa.

DISCUSSION OF RESULTS

Nyakundi and Orodho (2020) suggest that teacher performance and social factors within the school environment can positively or negatively impact academic performance. This study reveals that pupils' fame, parents' social economic status, teacher-pupil-relationships, and family structure significantly impact their academic performance. However, distance from home to school doesn't significantly impact academic achievement. The study highlights the influence of various social factors on pupils' academic performance. Recent research studies have explored social factors as significant determinants of primary school pupils' academic performance. The findings of this study

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are consistent with those of the study by Salaameh (2012) that family is a crucial social factor for a child's academic performance in primary schools; Thomson (2018) that the socioeconomic status of the family has an impact on academic performance of learners; Harkness et al. (2007) and Spilt and Koomen (2009) that pupil-class teacher relationship affects academic performance. According to OECD (2018), pupil-teacher relationships are particularly important especially during the transitional period when a pupil is being admitted to a new school.

Studies show that children's behavioural responses to change essentially depend on two things: how they respond to the stressful event, and how well they adjust to the new setting (Rose & Wood, 2016). This study established strong correlations between selected psychological factors and pupils' academic performance. Psychological factors such as motivation, locus of control, self-concept, test anxiety, thinking, attitude and interest in learning had correlation coefficients ranging from -780 to .654 respectively. The findings are consistent with the assertion by Beharu (2018) that psychological factors such as stress, anxiety, depression, lack of motivation, loneliness, helplessness and phobia can influence learners' academic performance. Rumberger (2003) posits that pupils who transfer suffer the psychological challenge of coping with a new school environment.

CONCLUSIONS

The conclusions are contextualized within the ambit of existing literature on the research objectives and the findings obtained from the results from participants. This study has confirmed that transferred pupils experience challenges that are either social or psychological in nature which significantly affect their academic performance. The findings suggest that with good relationships between transferred pupils and their peers and teachers, a functioning school guidance and counselling programme and family support for transferred pupils are likely to overcome social and psychological challenges that confront them in their new learning environments. These findings are consistent with the literature reviewed and will enrich the existing empirical information on the area of academic performance especially for pupils who transfer schools for various reasons.

Recommendations

Based on the findings of this study, the following recommendations for policy and further research were made:

Policy Recommendations

The following policy recommendations will suffice: School boards of management of public primary schools in conjunction with the Ministry of Education and Teachers Service Commission should develop mechanisms to strengthen the school guidance and counselling programme through capacity building for teachers to empower them to provide necessary support. The ministry of education at the county and sub-county level should provide guidelines on student transfers so that specific procedures are followed that place such pupils in established support programmes where they will readily get the required support in their new schools.

Recommendation for Further Research

Further research to determine the effect of transfers on academic performance of transferred pupils in private schools may be beneficial in this area. To develop national policy on student transfers, a nationwide study will be necessary to assess the effect of transfers on academic performance of transferred pupils.

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